**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 5-8 Problem Solving: Draw a Picture and Write an Equation**  **The Envision Lesson: 5-8** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Review what information is needed and what is extra.  Children may have a hard time recognizing this concept | Compatible numbers  Array, factor, product, rounding, multiples |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Review yesterdays homework and correct the problem areas.*  *Spiral review and or Problem of the day.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   List the vocabulary words on the Doc Cam  . Have the children partner share on what they think the words mean based on vocabulary they have previously learned. Have them share with the class. Give them the actual meanings using pictures for those that are applicable. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-*  *Have the children use white boards to draw the equations the teacher does on the Doc Cam to decide what info they need and which they do not.*  *Problem: Joe has $10.00. He wants to purchase 3 donuts-(donuts $.35 each), 2 packs of gum –(gum $.50/pack) and 1 banana-(bananas $.45/each).*  Draw a chart showing the needed information (items,prices and blanks for the information not provided  Do this for 3 different situations | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Watch the Envision video that goes with this lesson  Work with your shoulder buddy and develop a chart for 2 different problems-when time is up share with 2 other shoulder buddies | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Do Independent Practice  Correct even # problems together  Go over the problems children have missed-have the ones who missed it (if they are willing go to the board and see if they can decide with the class where they went wrong | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Topic test—teacher correct- divide into groups and differentiate | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Use unifix cubes with your lower kids to show what you did with your charts—Play Display the Digits with the kids who have caught on | |
| **HOMEWORK** | |
| Do Practice | |